

Spring 1-15-1997

ENG 1002-001-011-021: Composition and Literature

C.J. Dudley
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_spring1997



Part of the [English Language and Literature Commons](#)

Recommended Citation

Dudley, C.J., "ENG 1002-001-011-021: Composition and Literature" (1997). *Spring 1997*. 14.
http://thekeep.eiu.edu/english_syllabi_spring1997/14

This Article is brought to you for free and open access by the 1997 at The Keep. It has been accepted for inclusion in Spring 1997 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

Composition 1002
Spring 1997

Office Hours:
10:00 ~~a~~m. - 10:50 ~~a~~m.

Mrs. C. J. Dudley
CH 339F
Phones:
Eng. 581-2428
Office 581-6307
Home 234-3865

1002.1
11
21

Syllabus

Required Texts: The Bedford Introduction to Drama, 2nd Edition,
Jacobus.

To Read a Poem, 2nd Edition, Donald Hall.

The Story and Its Writer, 4th Edition, Charters.

Writing Essays about Literature, 4th Edition,
Griffith.

COURSE GUIDELINES AND POLICIES:

During the semester, you will be expected to write often in and out of class, to complete readings from all four texts, to participate in class discussions and peer groups, and to complete all assignments on time.

All assignments are due at the beginning of class. Late work will be penalized one letter grade. Work submitted one week after the due date will not be accepted.

Because of the nature of the course, attendance is necessary for your success. Work done in class cannot be made up; however, you will be held responsible for information missed because of absence. Please consult a classmate to find out what was done and what changes in schedule or homework were made.

After four absences, any additional absence will result in your final grade dropping a full letter grade. Since I generally take roll at the beginning of class, be on time. Late arrivals and early departures may be counted as absences.

Plagiarism, using the words or ideas of another in your writing without giving credit to the author, is a serious offense. As a reminder, the English Department's policy is as follows:

Any teacher who discovers an act of plagiarism has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course, and to report the incident to the Judicial Affairs Office.

DISABILITIES:

"If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6363) as soon as possible." Also, please discuss the matter with me because I am more than willing to work with you.

GRADING POLICIES:

As part of the University's Core Curriculum, final course grades are determined according to an A,B,C, NC (no credit) system. You must be writing at a C level in order to pass. A grade of NC has no bearing on your GPA, but the course must be retaken.

Grades on individual essays will be based on the English Department's "Standards for Evaluating Themes at E.I.U." as well as specific criteria presented for each essay. Your final grade for the course will be an average of Essay, Test, Journal, Presentation/Group work, and Quiz grades.

Journal = one essay grade
Tests = one essay grade each
Presentation/Group work average = one essay grade
Quiz grade average (minus the lowest score) = one essay grade
Essays = one essay grade each

THE WRITING CENTER:

The Writing Center (WC) is available to you as a free tutorial service; however, it is not a "magic" remedy for all writing problems, and you should not expect to take an essay there to be proofread and corrected before it is submitted for grading. You can expect the WC staff to help you find and eliminate specific problems such as sentence fragments or comma splices. If you realize that you have a particular problem or if you are having trouble getting started on an idea, the staff will be glad to help you. Take advantage of the service and do not be afraid to ask for help.

TENTATIVE SCHEDULE / SHORT FICTION:

- Week 1: Introduction, Correction Symbols, Diagnostic Paragraph, Group assignments. Read and study pp. 3-68 in WEAL "Hills Like White Elephants," p.615 in STAIW. (Ernest Hemingway)
- Week 2: Finish lecture on WEAL material and begin serious group work on the elements of fiction (Plot, Character, Theme, etc.)
Introduction to Short Fiction. Read and study "A Brief History of the Short Story," p. 1599 in TSAIW.
- Week 3: PLOT: "Death in the Woods," p. 51. (Sherwood Anderson)
"A Rose for Emily," p. 457, and *Related Commentary*—"The Meaning of 'A Rose for Emily,'" p. 1416. (William Faulkner)
- Week 4: CHARACTER: "Two Kinds," p. 1215. (Amy Tan)
"A & P," p. 1280. (John Updike)
- Week 5: SETTING & POINT OF VIEW: "The Cask of Amontillado," p.1113 (Edgar Allan Poe)
"I Stand Here Ironing," p. 1091 (Tillie Olsen)
- Week 6: SYMBOLISM & ALLEGORY: "A Worn Path," p. 1300. (Eudora Welty)
"The Lottery," p. 634. *Related Commentary*. "The Morning of June 28, 1948, and 'The Lottery'" (Shirley Jackson)
- Week 7: THEME: "The Lesson," p. 99. (Toni Cade Barbara)
"Paul's Case," p. 254. (Willa Cather)
- Week 8: Fiction Exam, Monday-Fiction Essay (#2), Wednesday
Introduction to Poetry on Friday

ADDITIONAL STORIES FOR POSSIBLE ESSAY TOPICS: "The Secret Life of Walter Mitty," "An Occurrence at Owl Creek Bridge," "The Story of an Hour," "Araby," "The Necklace," "The Chrysanthemums," "Battle Royal," "The Tell-Tale Heart," "Everything That Rises Must Converge"

Writing Topics-----Oedipus Rex

1. Consider the character of Jocasta. Is she a "flat" character--a generalized queen figure--or an individual with distinctive traits of personality? Support your opinion with quotes.
2. How fair is it to say that Oedipus is morally guilty? Does he claim moral innocence because he did not intend immoral deeds? Can he be guilty of hubris without hubris causing his fall?
3. What do Oedipus' confrontations with Tiresias and Creon indicate about his character? About their characters?
4. Describe the function of the Chorus and how its view of the gods differs from Jocasta's? Is the Chorus an enhancement or a detraction? Support your position with quotes from the play.
5. Who or what is most responsible for Oedipus' fall? Support your position with passages and behavior.
6. Compare the poem, "Jocasta," with the play. How does each version affect your feelings about Jocasta and other charac

A:poetsyl
Composition 1002
C. J. Dudley
Text--To Read a Poem, 2nd edition--Donald Hall

POETRY SYLLABUS

All students are to read the preface directed to STUDENTS at the front of the book. They are also to read chapters 1-4, pp. 1-41, and chapters 6-7, pp. 52-75.

Students are also to keep an on-going list of vocabulary / poetry terms (all boldface terms in text).

The following are poems for which students are responsible:

GOOD POEMS:

1. "Poetry" by Nikki Giovanni--Handout
2. "Stopping by Woods on a Snowy Evening" by Robert Frost, p. 1
3. "so much depends" by William Carlos Williams, p. 9 +

POEMS AND WORDS:

4. "Hogwash" by Robert Francis, p. 17
5. "Silence" by Marianne Moore, pp. 19-20

IMAGES:

6. "Heat" by H. D. (Hilda Doolittle), p.22
7. "Latin Night at the Pawnshop" by Martin Espada, p.27

METAPHORS:

8. "Shall I compare thee to a summer's day?" by Shakespeare, p.36
9. Shakespeare in Paraphrase, pp 121-123

SYMBOLS:

10. "Aunt Jennifer's Tigers" by Adrienne Rich, p. 168
11. "We Real Cool" by Gwendolyn Brooks, p. 198

SOUNDS:

12. "Out, Out--" by Robert Frost, p. 97-98

CHOICES FOR POETRY PAPERS:

Walt Whitman's "When Lilacs Last in the Dooryard Bloom'd," h/o

T. S. Eliot's "The Love Song of J. Alfred Prufrock," pp. 226-30

Robert Frost's collection, pp. 144-154

POETRY PAPER INSTRUCTIONS

Select a partner for the Pairs Poetry Paper. One class will be canceled so that pairs may begin library work and individual discussion on their selected topics which include the following:

"The Love Song of J. Alfred Prufrock," T. S. Eliot, pp. 226-230.

"When Lilacs Last in the Dooryard Bloom'd," Walt Whitman, Handout.

The Robert Frost collection of poems, pp. 144-154.

The papers will be **explications** of the poems that you select for discussion, and they should include as many terms as possible from your list of literary vocabulary terms. The papers must be 3-5 pages in length, and they must contain our standard thesis statement:

X is true because of a, b, and c.

The order of points for discussion should follow the order of the thesis statement. Remember, the Elements of Fiction transfer to the Elements of Poetry, but not all elements are always present.

When you come in for conferences, you should come with your partner and be prepared to show me your thesis statements (which may change before your papers are actually finished).

Writing Topics----Oedipus Rex

1. Consider the character of Jocasta. Is she a "flat" character--a generalized queen figure--or an individual with distinctive traits of personality? Support your opinion with quotes.
2. How fair is it to say that Oedipus is morally guilty? Does he claim moral innocence because he did not intend immoral deeds? Can he be guilty of hubris without hubris causing his fall?
3. What do Oedipus' confrontations with Tiresias and Creon indicate about his character? About their characters?
4. Describe the function of the Chorus and how its view of the gods differs from Jocasta's? Is the Chorus an enhancement or a detraction? Support your position with quotes from the play.
5. Who or what is most responsible for Oedipus' fall? Support your position with passages and behavior.
6. Compare the poem, "Jocasta," with the play. How does each version affect your feelings about Jocasta and other charac